

**Governor's State Advisory Council on Early Childhood  
Education and Care**

**Meeting Minutes**

**Meeting on December 12th, 2011 from 8:30 a.m. to 11:30 a.m.**

**Crowne Plaza, 4402 East Washington Avenue, Madison**

Members present:

Eloise Anderson  
Tony Evers  
Therese Ahlers  
Nancy Armbrust  
Joan Beck  
Freda-Ellen Bove  
Sheila Briggs  
Dave Edie  
Delores Gokee-Rindal  
Lilly Irvin-Vitela  
Peter Kelly  
Kia LaBracke  
Linda Leonhart  
Lupe Martinez  
Elaine Richmond  
Ruth Schmidt  
Carolyn Stanford Taylor  
Jon Stellmacher  
Ann Terrell  
Rolf Wegenke

Staff present:

Jane Penner-Hoppe  
Jill Haglund  
Alyssa Bokelman  
Linda McCart

Others present:

Jim Leonhart for Mary Anne Snyder  
Leslie McAllister  
Dan Rossmiller for John Ashley  
Richard Telfer for Kevin Reilly

---

Topic	Who	Speaker Notes
Welcome and Introductions	Secretary Anderson Superintendent Evers	
Focused Updates  DPI and DCF	Secretary Anderson          Superintendent Evers          Secretary Anderson	<p>No news yet on whether WI will be receiving the Race to the Top grant but we hope to hear by the end of the week.</p> <p>Sheila Briggs (DPI) will be the new member of the ECAC with Superintendent Evers.</p> <p>Read to Lead Initiative report has been completed with emphasis on early childhood screeners regardless of whether WI receives the RTTT funding. Early literacy will continue to be at the forefront for the Read to Lead Initiative.</p> <p>The Read to Lead Initiative is also considering plans for what to do if funding is not available but regardless of funding it is being moved forward.</p>
Approval of the October Minutes	Secretary Anderson	Approved.
Report on Child Welfare, the Courts, and Schools Conference	Superintendent Evers          Presentation: Fredi Bove	<p>A cross department team from DPI, DCF and the WI Court System attended a conference on Child Welfare, the Courts, and Schools. Fredi-Ellen Bove will be sharing information on this conference with us.</p> <p>Went to the National Conference and spent a bulk of the time identifying barriers within the state and how to overcome these barriers. Received an opportunity to learn about other states and their models and barriers.</p> <p>Developed an action plan with long and short term goals to help children succeed who are in the child welfare system. Decided to keep the team together in order to move the goals along in the future. The goals included in this are:</p> <ul style="list-style-type: none"> <li>• Short Term Goal #1: Consistent use of judicial checklist to increase school stability.</li> <li>• Short Term Goal #2: Increase enrollment in Head Start for children in foster care.</li> <li>• Long Term Goal #1: Improving school experience for children and youth in out-of-home care.</li> </ul>

		<ul style="list-style-type: none"> <li>Long Term Goal #2: Improve data sharing across systems.</li> </ul> <p>For more information see the handout from the meeting.</p>
Race to the Top – Early Learning Challenge Update	Jane Penner-Hoppe           Jill Haglund	<p><b>What needs to happen if we get the grant – key implementation action steps:</b></p> <ol style="list-style-type: none"> <li>Identify a project team to outline an implementation plan and key first steps.</li> <li>Determine new positions that will need to be hired.</li> <li>Develop a list of programs and determine which department would be hiring the new staff.</li> <li>Develop job descriptions for each of these positions determined to be housed at DCF and work with Human Resources to develop a recruitment process and timeline for hiring.</li> <li>Determine existing advisory bodies connected to DCF, DPI and DHS that would have an interest in learning about the grant and that could be tapped as support and information sharing related to project implementation.</li> <li>Determine advisory committees that need to be convened (e.g., overall and by grant project); outline a process for convening and protocol for moving forward that includes accountability process for benchmarks and timelines outlined in the grant proposal.</li> <li>Brief key cross-sector department leadership about key goals that affect programs.</li> <li>Brief ECAC about grant award and next steps.</li> </ol> <p><b>What will continue if no RTTT Funding?</b></p> <ul style="list-style-type: none"> <li>RTTT was created to build on our strengths and to allow us to continue to move forward toward our shared visions even without funding.</li> <li>Both departments have been examining what we can continue if we don't get funding.</li> </ul> <p><b>Section A: System</b></p> <ul style="list-style-type: none"> <li>The departments made a commitment to continue to use the ECAC as a vehicle to continue to promote early childhood system building efforts.</li> <li>Have built tribal relations into RTT and will</li> </ul>

		<p>continue to work through the ECAC to develop a structure to provide for input from Wisconsin Tribes into the ECAC's work around comprehensive early child system building, initial efforts include identifying alternative means to connect with the tribes so that perspectives and programs that relate to Tribal children are better incorporated into early childhood system work.</p> <p><b>Section B: High Quality, Accountable Programs: Quality Rating-YoungStar –</b></p> <ul style="list-style-type: none"> <li>• Focusing efforts on moving 2 star programs to 3 star programs through concerted training and technical assistance, connections to higher education opportunities, coaching and mentoring to improve quality.</li> <li>• Maintain commitment to examine impact of YoungStar on child outcomes through support of independent evaluation.</li> <li>• Working on connections around literacy and YoungStar through Read to Lead.</li> </ul> <p><b>Section C: Promoting Early Learning and Development Outcomes for Children: Wisconsin Model Early Learning Standards</b></p> <p>Training around WMELS to the early care and education workforce (ARRA funding).</p> <ul style="list-style-type: none"> <li>• Have a new position with ECAC funds that will help make this work happen.</li> <li>• DPI will create the Office of Early Learning to ensure consistent approaches in access, content and accountability via centralized and collaborative development of policies and local service delivery practices. Include the Head Start Collaboration Office in the Office of Early Learning.</li> <li>• Expand WMELS training efforts; expand and enhance mentoring and coaching to align curriculum with WMELS.</li> <li>• Finalize the WMELS implementation structure and a vision for a full range of content. <ul style="list-style-type: none"> <li>○ Training within each domain.</li> <li>○ Expand training modules inclusive of early literacy, math, and physical domain in the WMELS as well as incorporate LRE, culturally and linguistically competent strategies to engage diverse parents, families and communities.</li> <li>○ Continue regional and local capacity to deliver training to all early learning and development programs (Resources;</li> </ul> </li> </ul>
--	--	--

		<p>braided funding commitment from all six existing funding streams);</p> <ul style="list-style-type: none"> <li>○ Enhance trainer mentoring and support to help programs align curriculum with WMELS to improve program quality. (Resources: ECAC ARRA funds to DPI)</li> <li>○ Align with work in D.</li> <li>○ Expand the remaining WMELS framework to align with the Common Core State Standards (Resources: additional days/funds to do the work, funds for reprinting and changes to training resources.</li> </ul> <p><b>Section C2: Promoting Early Learning and Development Outcomes for Children: Home Visiting/Family Engagement</b></p> <ul style="list-style-type: none"> <li>• Working to better connect children that are in foster care to Head Start and Early Head Start.</li> <li>• Applied for a Zero to Three proposal to convene a state policy action team around better integration of home visiting into the early childhood system.</li> <li>• Continued focused on evidence-based models and expansion of efforts with new funding.</li> <li>• Links to the Office of Early Learning to promote family engagement in early childhood as per ECAC; could include follow-up to national conference, Head Start framework, Parent Advisory Committee and others.</li> </ul> <p><b>Section D: A Great Early Childhood Education Workforce</b></p> <p>Section D2: Supporting Early Childhood Educators in Improving their Knowledge, Skills &amp; Abilities.</p> <ul style="list-style-type: none"> <li>• As written into the DPI reading achievement plan DPI Reading Achievement Plan Higher Education Tasks: adapting university competency test (Praxis), revise early learning content guidelines, revise program review rubric, and promote alignment with WTCS.</li> <li>• Support the expansion of credit articulation agreements across two-and four-year ECE degree programs, prioritizing campuses in high needs geographic areas.</li> </ul> <p><b>Section E: Measuring Outcomes and Progress: Understanding the Status of Children's Learning &amp; Development at Kindergarten Entry.</b></p> <ul style="list-style-type: none"> <li>• Work with the ECAC to adopt a model screening</li> </ul>
--	--	---

		<p>and assessment periodicity schedule and work with the state departments to develop systems to implement the schedule for all children. (Resources: Cross system draft exists, internal DPI Rtl committee, and needs DPI input on 4k-3<sup>rd</sup> grade assessment).</p> <ul style="list-style-type: none"> <li>Explore the development/selection of a kindergarten assessment process that may become a model or a statewide requirement. (Resource: Existing DPI staff and ECAC Steering Committee. Statewide implementation would require funding).</li> </ul> <p><b>Section E2: Measuring Outcomes and Progress: Early Childhood Longitudinal Data System:</b> Support continued planning of EC-LDS and work to secure funding to implement the system.</p> <ul style="list-style-type: none"> <li>Implement the contract and work plan.</li> <li>Host internal and external data roundtables to identify what exists, what may be needed, and overall approach. Data Roundtable, February 22, 2012 <ul style="list-style-type: none"> <li>Identify key indicators that would eventually used to create a public report card for early childhood.</li> <li>Create a governance structure.</li> <li>Develop implementation plan.</li> <li>Continue to look for resources to implement EC-LDS.</li> </ul> </li> </ul> <p><b>Competitive Preference Priority 2 – Including all early learning programs in QRIS</b></p> <ul style="list-style-type: none"> <li>Continue discussions between DCF and DPI about the alignment of YoungStar standards and DPI related programs including 4K and school age after school programs.</li> </ul> <p><b>Invitational Priority 5: Encouraging Private Sector Support</b></p> <ul style="list-style-type: none"> <li><b>Public Private Board</b> Provide seed funding to support establishment of public –private board as expressed in 2012 ECAC recommendation.</li> </ul>
ECAC Structure: Draft Report and work for 2012	<p>Superintendent Evers:</p> <p>Nancy Armstrong</p>	<p>The last ECAC meeting solicited member input. The document included in the packets and online is the responses by the ECAC Steering Committee to that input. Dave Edie and Nancy Armbrust will represent the Steering Committee and do the presentation.</p> <p>The primary report authors are Jane Penner-Hoppe, Dave</p>

		<p>Edie and Jill Haglund. The report will be completed mid January and now we want new input based off of the draft that's in the packet. Dave Edie will go through this.</p> <p>ECAC members had many format and wording edits but the content was agreed upon by the whole of the ECAC members. A draft will be posted online for the ECAC at a later date.</p>
Next Steps:	Secretary Anderson	<ul style="list-style-type: none"> <li>• Governor's office is considering potential changes to the Council.</li> <li>• We expect a decision soon on RTT-ELC, December 17 has been rumored as a time when states will be notified.</li> <li>• Data roundtable will be held on February 22 in Madison to bring together key early childhood stakeholders to have an in-depth discussion about the critical details that should be measured and tracked in the Early Childhood – Longitudinal Data System.</li> </ul>
Adjourn	Secretary Anderson	